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ABSTRACT

A survey was made in 1967 concerning children's viewing of television in Shizuoka, Japan. Although this survey was a follow-up to one made from 1957 through 1959, no comparisons are made between the two in this booklet. Third, fifth, and seventh graders, preschool children, and mothers of children in school were asked about: how they spent their time, including patterns of television viewing; their evaluation of the time they spent watching television; their program preferences; the amount of parental control over their children's viewing; the effect of this control on the children; and the parents' own attitude towards television viewing. The data collected is summarized and correlations between children's social adaptability, social maturity, and television viewing are discussed. The major findings are also presented in tabular form. (JK)

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CHILDREN AND TELEVISION

Main Findings from Shizuoka Survey (in 1967)

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RADIO & TELEVISION CULTURE RESEARCH INSTITUTE

September 1971

This report was prepared in collaboration with research staffs of the NHK Radio & Television Research Institute, Y. Takeshima, T. Tada, H. Fujioka, N. Kikuchi, Y. Muramatsu, and A. Hamada, who originally designed and conducted the survey.

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INTRODUCTION

The NHK Radio & Television Culture Research Institute made a large scale survey in Shizuoka city extending from 1957 to 1959, in order to clarify the influence of television on children. This survey, conducted under the supervision of Dr. T. Furu, was highly appraised in terms of its quality as research as well as for its being a pioneering effort in this field, and is regarded as one of the four major studies in the world along with those by Dr. H. Himmelweit of Great Britain, Dr. W. Schramm of the United States, and Dr. G. Malezke of West Germany.

In the meantime, there is no doubt that the environment around children has been changed to a large extent, particularly in the fact that children's general attitude toward life is quite different in various respects from that of the past, apparently due to the increased diffusion of television at close to 100%, different conditions in other mass media, and different educational concerns and attitudes to people's lives. Considering all these factors it was felt to be necessary to investigate the effect of television on children by dealing with each child's motives and attitudes when watching television instead of merely repeating the "effect - centered" approach of some past studies.

With such a background the Institute made another survey in the autumn of 1967, ten years after the previous one, into the children's life and televiewing habits based on a new viewpoint. In the following report, major findings will be covered in summary form. However, a detailed analysis and study of the results was published in each volume of the Bunken-geppo (the NHK Report on Broadcast Research; Monthly Bulletin of the Radio & Television Research Institute) of Vol. 19 (1969); numbers, 1, 2, 4, 5, 9, and 12 of Vol. 20 (1970); and, number 1 and 3 of Vol. 21 (1971).

Purpose and Applied Method of Survey

The survey was intended to clarify several items such as how children spend their time, TV program preference, televiewing attitudes, parental control over televiewing, and, in addition, clarification of the inter-relationships between these items and children's mental development and their personality traits. The survey was conducted in Shizuoka city so that the results of the survey could be compared with those of the previous one. The children were chosen by the stratified sampling method and included 1,144 third graders and 1,121 fifth graders from elementary schools; 1,378 first graders from junior high schools and 3,355 of their mothers; in addition 1,319 mothers of children in kindergarten. The survey was conducted in the period from November 24 to December 2, 1967 employing the group questionnaire method for the school children and the distribution-collection method for the mothers.

The followings were covered in the survey:

1. A survey into children's time distribution for each day in order to investigate the respective times and hours spent in 18 categories of activities such as sleeping, eating, studying, televiewing, reading comics, playing, etc.

2. A survey into the actual state of the children's televiewing in order to clarify their televiewing motives, program preference, self-control in their televiewing attitudes, state of their exposure to other mass media, and state of the parents' control over their children's televiewing.

3. Tests into the maturity of children.

4. Tests into various personality traits of children.

4

I HOW CHILDREN SPEND THEIR TIME

Time Spent by Children in Their Activities and Televiewing

1. Classifying the children's daily activities into 18 categories, a survey was made into the respective times spent daily in each of these activities and the following conclusions were drawn (See Table 1).

The children *study*, on the average, for 1 - 2 hours outside of school. It was found that 7th grade students study approximately 2 times as much as 3rd graders on weekdays, but on Sunday their study hours increased to approximately 3 times that of the 3rd graders. In contrast with the weekday study hours of elementary school children, which exceed Sunday, the study hours of junior high school students are longer on Sunday than on weekdays.

Children including 3rd, 5th, and 7th graders, on the average, spend 2 - 3 hours *televiewing* on weekdays but, 3.5 to 4 hours on Sunday. The amount of time spent televiewing varies with the different characteristics of children such as grade, sex, and intelligence. There is a tendency toward longer televiewing among higher grade boys and higher intelligence children (See Table 2).

Third-year primary school children spend on the average, 20 to 25 minutes in *reading* comic books; but, it diminishes as the school grade advances. The time spent reading books other than comics is even less than that spent reading comics.

The time spent *playing* both indoors and outdoors decreases as the school grade advances. It was found that in the case of 7th grade children practically no time is spent for play on weekdays, but they play for about an hour and one-half on Sundays.

2. An analysis was also made of the time allotment of daily individual activities. In the following the general trend will be shown in the three major activities for each school year.

On the average, the children *awaken* at 7:30 a.m. on weekdays, but approximately 90% of them in all grades get up at 9:30 a.m. on Sunday. However, there is a large difference in *bedtime* according to the school grade. Approximately 90% of the third graders go to bed at or before 10:00 p.m., while the average bedtime for 7th graders is 11:30 p.m.

A comparatively large number of elementary school children *study* before dinner while many 7th graders study at or around 8:00 p.m. On Saturday and Sunday, the number of the children who study at night is less. In the case of elementary school children, they study less on Saturday and Sunday than on Friday.

The most common time for children's *televiewing* begins about 5:00 or 6:00 p.m. On Sunday there are quite a number of children who watch television during the daytime. Around 7 and 8 o'clock the number of lower grade viewers is larger than that of higher grade viewers, while after 9 o'clock the latter is larger than the former.

3. We have briefly discussed the amount of time spent in individual activities and the time of day they occur. Excluding time spent at school, and considering time allocations in the 18 categorized activities, the following conclusions are drawn when analyzing an individual's free time (hereafter referred to as "leisure time").

There are considerable differences in the way that children use their leisure time, depending upon school grade and sex.

In the case of elementary school children, televiewing takes up 27.8% (3rd graders) and 31.2% (5th graders) of leisure time, followed by studying, eating, playing outdoors, and doing chores. At the same time as they spend considerable time in other activities, the pattern of their leisure time appears diversified.

Junior high school students spend a large proportion of their leisure time televiewing (33.5%) and the respective amounts of time studying, eating, and doing their chores follow in that

order. It is clearly shown that the ratio of time spent televiewing and studying to all leisure time by junior high school students is considerably high in comparison with the time devoted to other leisure activities, indicating that the pattern of leisure is rather simplified. In short, on average weekdays junior high school children spend 80% of their leisure time for the four major activities cited above including televiewing.

The Pattern of Leisure of Heavy Viewers and Light Viewers

As a part of the study, a special analysis was made of the characteristics of the pattern of leisure activities of children based on the extent of televiewing times. A group of heavy viewers (H group) and a group of light viewers (L group) were selected with each group being equivalent in variables such as grade, sex, region and scholastic ability. Fach group constituted about 30% of all the samples surveyed. As a result, on the average, the total amount of time spent televiewing by a heavy viewer on Friday, Saturday, and Sunday was found to be 14 hours, while it was only 5 hours and one-half in the case of a light viewer. Table 3 attempts to show a comparison between the time distribution of heavy and light viewers to major leisure activities by different grades.

1. Televiewing and sleeping, and televiewing and school time

In comparing the 3rd and 5th graders in H group with those in L group, the total time spent sleeping by those in the former group on the three days was 60 minutes less (3rd graders) and 30 minutes less (5th graders) than that of those in the latter group; however, there was no noticeable difference between the H and L groups in the case of 7th year junior high school students. With regards to the current in-school time, there was hardly any difference between H and L groups of both 3rd and 5th graders, whereas time spent in school by 7th

graders in H group was an hour and one-half less on the three days than that of those in L group.

2. Televiewing and leisure activities

It goes without saying that the time spent by those in H group in leisure time, during which they can turn on the TV set and watch if they want to, is slightly more than that spent by those in L group. Regardless of variables, in the case of H group televiewing absorbs 40% to 50% of their leisure time while of those in L group televiewing takes up 15% to 20%.

One of the features in the pattern of leisure of the children in H group was that time spent engaged in more than one activity simultaneously was more than that spent by those in L group. Also, it was clearly evident that a considerable amount of leisure time was used for participation in activities while televiewing.

Total amount of time spent by those in H group in leisure activities other than televiewing was 4-½ - 5 hours less on the three days in comparison with those in L group. The activities in which there was hardly any difference in time spent between the H and L groups were reading comics, indoor play, indoor and outdoor chores, and listening to the radio; the activities in which there was a slight difference between the H and L groups were eating, errands done indoors, creative or expressive activities such as playing musical instruments and painting pictures; and the activities in which there was a marked difference between the H and L groups were outdoor play, reading, resting, idle talk, doing nothing in particular but watching something, recreation, and studying.

When comparing the differences according to the school grade, the most noticeable difference between the H and L groups of elementary school 3rd graders was observed in recreation and in outdoor play. In the case of the 5th graders, the difference was slight in recreation and outdoor play in comparison with those of other grades while there was a relatively great

difference in doing errands indoors and outdoors; however, the largest difference between the two groups was in the amount of time spent studying. As for the 7th graders, considerable differences between those in the H and L groups were found in outdoor play and recreation; however, significant differences appeared in time spent studying.

The existence of differences in time allotments between the H and L groups according to the type of leisure activity is due both to children's different interests and the nature of leisure activities. The results showed that of activities which inhibit the children's freedom or which may allow them to watch television while engaged in that activity, differences between the two groups were comparatively small. Accordingly, those outdoor activities which eventually leave the children on their own exhibit a large difference between those in the H and L groups.

3. A comparison of the pattern of leisure of heavy viewers and light viewrs

As was already indicated, the children in H group spend a great deal of free time televiewing. Accordingly, they divide their time among activities centering around televiewing. It seems quite possible that the leisure time pattern of H group is formed in such a way that they tend to exaggerate the kinds of activities functionally equivalent to televiewing if possible, and that they refrain from engaging in activities not connected to televiewing. They tend to engage in activities that are easily accomplished in the proximity of the TV set. In this fashion they were found to be maintaining a balance in the whole range of limited leisure time available to them. In contrast with those in H group, children in L group were often seen participating in activities which would not allow them to televiewing, and they allocated their televiewing time in relation to other leisure activities.

II CHILDREN'S SELF-EVALUATION OF TELEVIEWING

In the previous section we have discussed children's time distribution for each day, emphasizing the amount of time spent in televiewing. In this respect, children were asked to evaluate the amount of their viewing by choosing one of these, 'moderate', 'desire to view television more often than I do now', 'excessive' and their reasons (See Table 4).

1. Approximately half the total number for both boys and girls were content with viewing time; however, those who expressed the 'desire to watch television more often' increased in number in the lower grades while those who answered 'excessive', reflecting upon themselves increased in number in the higher grades. In the case of elementary school children, boys outnumbered girls in expressing discontent with their viewing time.

2. As might be expected, the reason most often given in all school grades for not viewing more was, 'they have to study'. Referring to lower grades, 'tired' and 'no interesting programs' were common reasons, while in the higher grades, parental control.

3. The reasons given by elementary school graders for reflecting on their excessive viewing were principally that they somehow became conscious of that fact or that they became fatigued with viewing. In the case of junior high school students the major reason was studying. Therefore, it is likely that they have difficulty in arranging studying and televiewing.

III TELEVIEWING ATTITUDES

In order to clarify the state of the use of television, it was thought to be important to study televiewing attitudes in an attempt to investigate how televiewing is carried out by children (See Table 4).

Self-control in Televiewing

1. It was found that the number of children who sometimes view television continuously for hours irrespective of the interest of the program was about 68%. In case there was no television program interesting to children, 60% said that they could stop televiewing while those who answered 'not capable of quitting' were 22%. These figures imply that most of those children who claim they can stop viewing when uninteresting programs are aired, in fact, would not. The number of such children who are likely to televiewing on momentum, increase among lower graders, males, and those with lower intelligence and lower scholastic ability.

2. 71% of children said that they have had experience in postponing kinds of obligatory activities such as studying and doing chores, in order to watch television instead. Those children who tend to seek escapism in televiewing increase among higher graders, males, and those with lower intelligence and lower scholastic ability.

3. Those who watch television according to a time schedule set up by themselves for viewing, studying, etc., was 42% while 35% of the children watch television without any plan. Among those who watch television without any plan, an increase is seen in lower grades, males, and those with lower intelligence and lower scholastic ability.

4. On the whole, 48% of the children confessed that they felt tired after televiewing, and those children were markedly noticed among lower grades, and those with lower intelligence and lower scholastic ability.

5. Those who thought after televiewing that they should have done something else instead of watching television came to 56%, and were particularly found among higher graders. In the case of lower graders an increase was observed in those with lower scholastic ability while it was observed in those with higher scholastic ability among higher graders.

Televiewing Attitudes and Televiewing Time

We have just looked at the major findings related to televiewing attitudes from different angles. Now we want to take a look at the relationship between televiewing time and televiewing attitudes. On the whole, the heavy viewers tend to televiewing continuously for hours irrespective of the interest of the program (televiewing on momentum), to put off some things due to television (televiewing for escapism), and are unlikely to stop televiewing on their own will even when there is no interesting program (televiewing without self-control); however, other attitudes characterized as televiewing according to a time schedule (intentional televiewing), feeling somewhat tired after televiewing, and regret for having watched television instead of engaging in other activities were found to have no significant connection to time spent televiewing (See Table 5).

Interrelationships between Children's Televiewing Attitudes

1. One obvious fact is that televiewing on momentum is closely related to televiewing for escapism. About half of the children chosen as samples in this entire survey were proved to have experienced both the former and the latter. Those who 'sometimes' televiewing on momentum or for escapism feel sorry

that they did more often when compared with those who 'frequently' engaged in such a way of viewing. Hence it appears that televiewing on momentum and televiewing for escapism are not directly connected with regretting having televiewed. This may be because there is variance among the children in respect to the details of their regret as well as the different characteristics of children. Furthermore, a large number of children who sometimes televiewon momentum or for escapism were found to be just as reluctant to stop viewing as other groups, even after being told to do so by their mothers. Among them, a large number of children were observed who insisted on viewing their favorite program by all means, even if circumstances made it almost impossible.

2. As in the above, televiewing on momentum and for escapism, the attitudes taken by the children when they are prohibited from or when they are incapable of televiewing their favorite programs, and the degree of self-control in their televiewing are found to be closely related, but there are no considerable differences among those items according to different groups of children.

Children's Desire for Viewing

Although there was a trend noticed that the longer the viewing time, the more the children reflect on their excessive viewing, the proportion of children who showed their desire to watch more television remains constant regardless of viewing time while, adversely, in the case of 3rd graders the longer the viewing time the stronger desire the children showed in viewing. Those who have favorite programs they want to view by all means were likely to spend a longer time viewing. In the case of lower graders, we have observed the close relationship between the general desire for viewing and the desire to view specific programs constantly expanding. Namely, the more they desire to watch television the stronger they become attached to certain programs. However, in the higher grades the general desire for

viewing may correspond more to specific programs accompanying the children's more diversified interests.

Children's Televiewing Attitudes and Their Desire for Viewing

1. Among the 3rd and 5th graders whose televiewing attitudes were classified as viewing on momentum and for escapism a large number of children were found to have said that they wanted to view more, while among 7th graders taking this kind of attitude a large number of children tended to evaluate their viewing time as excessive. Furthermore, higher graders who regretted having viewed were likely to judge their viewing time as excessive. In short it can be said that in the case of higher graders televiewing attitudes coincide with their reflection upon excessive viewing, but in the case of lower graders the desire for viewing itself was so strong that it possibly affected their viewing attitudes. In addition, those who were conscious of the need for study instead of viewing television were found higher in number among those who thought their viewing time excessive, particularly among 7th graders.

2. It is clearly shown that the desire for viewing is closely related to either viewing behavior or viewing attitudes and possibly may be formed and changed in relation to other types of leisure activities.

Television versus Studying

1. It was found from the results of the survey on time distribution for each day that on average weekdays 97% of the children spend time in front of the television set and at the same time 94% study at home in addition to daily schooling. Average children spend 2 hours and 20 minutes televiewing and an hour and one-half studying. In consideration of these findings, it is assumed that studying comes in conflict with televiewing to a great extent due to the limited range of leisure

time available to children. Three questions were asked in an attempt to look into the way children manage to resolve the conflict between televiewing and studying and their awareness of their study while viewing.

As a result, those who finish their studies before televiewing on days that interesting television programs are scheduled were 47%. And, 29% of the children study after televiewing; 14% study while televiewing as they are unable to successfully manipulate their time distribution; 7% stop televiewing; 3% cease their studies on account of the attractiveness of television. When those children who give priority to studying and those who give priority to televiewing in place of studying were both analyzed, the number of the former increased among lower graders, females, and those with higher intelligence and scholastic ability, while the number of the latter increased among higher graders, males, and those with lower intelligence and lower scholastic ability. Those who study while televiewing was larger in number among elementary school graders and those with lower intelligence and scholastic ability.

2. In general, those who answered they sometimes study while televiewing was 60%; most of them were elementary school students. In the case of 3rd graders, the majority were boys while in the case of 7th graders the majority were girls. A higher percentage of this type of child was also seen among the children in rural districts and those with lower intelligence and scholastic ability; however, more than half of the children who have had experience in studying while televiewing thought it better to concentrate on studying.

3. In fact, while televiewing, 5% of children sometimes think it desirable to study, and those children were larger in number in the case of higher graders.

4. When we made an analysis of existing conflicts between viewing and studying, children were divided into three

groups according to the items, 'studying while viewing', 'studying after viewing', and 'studying before viewing', and it was discovered that the amount of TV viewing increased in the order given above. In detail, the higher the frequency of studying while viewing, the longer the viewing time.

5. Those who view television while being concerned about study or those who study while viewing showed an inclination to frequently televiewon momentum, not being self-controlled in their televiewing. Those who deliberately accustom themselves to view television according to a plan, so as to make their study compatible with viewing, spend quite a long time studying at home without reducing the time for televiewing. On the contrary, this was not the case with those who study while viewing; they spent much of their time televiewing and less in study at home, indicating that there exists the influence of 'studying while viewing' on studying (See Tables 6-a & 6-b).

6. Those who tend to study while viewing were found not to have a study room without a TV set; however, about half of them sometimes study while televiewing in spite of having a study room, possibly showing that the televiewing attitude is far more influential than the viewing environment.

Children's Televiewing, and Their Families and Friends

1. When children were asked about frequency of chatting with their family about programs while watching TV, 3/4 of the children were found to have had this experience often or sometimes. As for the general conversation about TV, 2/3 of the children said they usually discuss TV programs. Regarding the conversation with friends among viewers, 86% of the children said they do often or sometimes, particularly among higher graders, boys, and children with higher intelligence.

2. In relation to viewing time, it was found that there is

no close correlation between viewing time and either frequency of conversation with family or conversation about television programs with family; however, the results indicate that time spent by those who discuss TV programs with their friends was considerably longer than those who do not. In addition, televiewing attitudes taken by those who chat with their family were found not only to have been more self-controlled, but their viewing was controlled by mothers more often than those who did not have conversation with their families. Needless to say, a large number of children who tend to discuss television programs with their peers revealed that they are likely to be influenced to view because of their peers; they frequently copy something appearing on television.

Children's Televiewing Attitudes and Their Viewing Environment

On the whole, it seems likely that those who do not have a study room, those who are obliged to study in a room with a TV set, those who are members of families which are in the habit of leaving the TV set on, were found less self-controlled in their televiewing attitudes and tended to be addicted to televiewing.

Ⅳ CHILDREN'S PROGRAM PREFERENCE

1. In an attempt to inquire into the 'favorite' programs of children, they were asked: Are there any TV programs that you watch no matter what? For instance, programs that you watch even when you have to prepare for a test scheduled for the next day or programs that make you hurry home when you are out of the house.) As a result, about 60% of all the children were found to have a specific favorite program they want to watch by all means, especially among lower graders, particularly boys; however, that proportion decreases as the school grade advances.

2. More than 10% of the children, irrespective of variables such as grade, sex, and scholastic ability, chose 'Time Tunnel' and 'Space Family Robinson' as their favorites. Most other choices reflected differences in the children's grade and sex. In examining the types of children's preferences according to the level of children's development from the results, the following conclusions are suggested:

1) Children are gradually becoming less interested in cartoons. 2) Action drama as well as family-situation comedy have become more absorbing instead. 3) Children's program tend to be replaced by other types of programs and then, children's tastes in programs develop differently.

3. A more detailed analysis was conducted according to the types of favorite programs mentioned by the children. Action drama obtained the highest rating irrespective of every variable surveyed, followed by such programs as family-situation drama and comedy, cartoons, quiz and variety shows, and music shows. Generally speaking, differences in taste between boys and girls were naturally found, namely girls showed more interest in family-situation drama and comedy while boys preferred the action drama characterized as westerns and detective stories (See Table 7).

4. Children were also asked to indicate the reasons behind the choices. In general, the three major reasons given were enjoyment (funny and amusing), excitement, and thrills provided by television programs; however, the differences in the reasons for viewing certain programs were undoubtedly dependent on the type of programs and individual differences in grade and sex. In particular, there was an indication that as the school grade advances the reasons raised are found to be relatively more positive. Those children having certain favorite programs were further asked to explain why they view the program. A rather large number of children decided to view on their own judgement because it seemed interesting. Boys were likely to view a certain program to meet a need to have conversational topics in common with their friends, in a sense being more intentional in their televiewing attitudes.

5. When the children are not allowed to view a specific favorite program for some reason or other, the number of those who persistently insist on viewing is greater in the lower grades and also among boys regardless of grade; however, the older they get the more flexible their attitude becomes. In case they actually cannot view their favorites the number of those who feel uneasy about it was also larger in the lower grades and among boys, proving that it consequently corresponds with the the results from lower graders' and boys' televiewing attitudes.

6. Further, making a s. dy on the relationship between the general televiewing attitude and the attitude toward a specific program, most of the children whose televiewing attitude was self-controlled and intentional chose family-situation comedies and others as their favorite programs, and less preferred programs like skits and animated cartoons. Meanwhile, in relation to viewing time, those who preferred skits and animated cartoons did not spend much time viewing while those who chose music programs spend much more time televiewing.

V PARENTS' CONTROL OVER CHILDREN'S TELEVIEWING, AND VIEWING ENVIRONMENT

Forms of Televiewing Control

As has been found from various surveys conducted, it is clear that parents control children's TV viewing behavior in many different ways. In this survey, an attempt was made not only to find what parents control, but also how parents control, putting strong emphasis on forms (or ways) of control exercised by parents. As for the latter, two types of parental control were distinguished. One is called 'control by scolding', which is exercised rather directly and non-intentionally, serving as a temporary expedient; the other is called 'control by rule', which is performed by parents rather indirectly and intentionally, serving as a preventive measure. The first is scored by totally affirmative answers by children to questions concerning parental scolding about TV watching. The second is calculated by counting their childrens' affirmative responses as to the existence of TV-watching rules in the home. Along with the forms of control, the parents' recognition and recommendations for their children's viewing were also assessed as a part of the survey on parental control.

Parents' Use of Television

1. The results indicate that quite a large number of children experienced in having been told or recommended by parents to view certain specific programs ('intentional use').

2. There were also a number of parents, particularly those of lower graders, who use television quite often for what we call 'baby-sitting' just to meet their own conveniences. Here we find a matter of consideration in terms of home discipline.

Control by Scolding (See Table 8)

1. The control over televiewing behavior by scolding was dominantly adopted in many cases when TV robs the children of their time for study to a considerable extent or when it interferes with the children's daily routine; however, those mothers who showed concern about the content of the TV programs were few in number.

2. In detail, the number of those mothers who reported that they were concerned about the content of the TV programs, the effects on health, and the adverse effect on children's daily routines decreases as their children's school grade advances, but the degree of concern about study remains unchanged.

3. Children with lower intelligence and those who live in rural districts are more often controlled by scolding.

4. Comparing the results of this survey with that of the previous one undertaken in 1959, it seems likely that control by scolding concerning children's study has become more strict.

Control by Rule (See Table 9)

1. Overall the control over televiewing by any rule is not employed as often as the control by scolding.

2. According to the results from the questions regarding the details of rules regulated by their parents, namely prohibition from viewing certain programs, appointing viewing hours, prohibition from viewing during meals, a time schedule set up for studying, taking a bath, viewing television, and a rule to settle any strife over TV channels, it was revealed that the contents of parents' control vary to some extent as the children's

age changes. Namely, as the school grade advances, a shift is observed from rules related to TV content and conflict over TV channels to those concerned with the coordination of study and other important activities with viewing TV. It is interesting to observe that the number of regulated items is reduced as the school grade advances.

3. The scholastic ability of children is deeply connected with whether their viewing behavior is restricted as to the items cited earlier; children with lower intelligence are likely to be subjected to rules concerned with TV content while those with higher intelligence are restricted to rules regarding study.

4. More than half the number of children were not limited as to the final viewing hour in a day; as the school grade advances, fewer children were restricted in this regard while, at the same time, their final viewing hour was extended. For each school grade, the children's final televiewing hour was proved to have been extended one hour later in comparison with that revealed in the previous survey conducted in 1959.

Conflict over TV Channels

It was found that the conflict over TV channels occurs in the majority of families in which the children hold TV channel shifting rights. The survey results indicate that 15% of the children reported that they had a rule as to how to settle conflicts concerning the TV channels.

Who Controls the Children on Viewing

In most of the families it is mainly the mother who controls the children's viewing except for a few cases. However, as the school grade advances, it seems likely that mothers tend to lose their power of control over viewing which in turn is taken over by elder sisters and brothers.

Children's Reaction toward Controls

Thus far, we have been concerned with the types and degree of controls over children's viewing behavior. Now we turn to the children's reaction toward controls exercised over them. Only approximately 10% of the children regarded the controls as being strict, and no more than half the number of children reported that they follow their mother's advice when they are restricted in televiewing.

Parents' Viewing Behavior

It was thought to be important to obtain simple data on parents' viewing behavior which might throw a little light on understanding the actual state of parents' control over children's viewing.

1. According to the answers given by the mothers themselves as to their viewing time, on the average the *mothers* spend two hours and twenty minutes on weekdays. Taking into account the mother's viewing time with respect to the differences in school grade of their children, those mothers whose children are in lower grades, spend much more time viewing. As for the differences in residence districts, those who live in urban districts spend much more time, approximately 20 to 30 minutes longer, in televiewing than those who live in rural districts.

2. According to the answers given by the mothers, average viewing time spent by *fathers* is two hours on weekdays, which is less than that of mothers by approximately 20 minutes. The trend in respect to the fathers' televiewing time is proved to be almost the same as that observed among the mothers. Meanwhile, the results prove that there is only a slight difference between those who live in urban districts and those who live in rural districts with regard to viewing time.

3. When the children were asked whether their parents like viewing television, 25% of all the children acknowledged that their mothers are fond of televiewing while 36% said their fathers enjoy televiewing. Further, 35% of the total number of children answered that their family sometimes leave the TV set on even though nobody is watching. When the parents were asked about TV's function in their daily life, the most often raised items were as sources of information and entertainment. When parents were required to vote on the questions about the advantages and disadvantages of TV for children, it was found that in most cases they tended to refrain from showing positive reactions either one way or the other, but in general TV was favored. It seems that the viewing attitudes taken by the family influences, to some extent, the children's viewing behavior.

The Effect and Character of Control by Scolding

1. Those children who are strictly controlled by scolding at home spent much more time televiewing; they were often weak in self-regulating their TV viewing; in effect, they were addicted to TV. It may well be the case that scolding is presumably caused by these attitudes (See Table 10). It seems that the children's viewing attitude as characterized forces their parents to control them by scolding.

2. It seems that control by scolding is adopted when the parents are concerned with children's viewing attitude rather than the amount of TV viewing.

3. In considering the effect brought about by control of viewing, it seems likely that all that can be expected is momentary effect from control by scolding. In this case, it is presumed that there is a kind of vicious cycle between the children's viewing behavior and the parents' control by scolding.

4. In the case of lower school grades (3rd graders), the children's desire for viewing is so strong while they are less aware of their excessive viewing that not only does this type of control fail to bring about the desired effect but is possibly ignored or results in further resistance from the children.

5. Since control by scolding is devoid of consistency in terms of home discipline and tends to merely compel the children to curtail viewing, it is thought to yield an adverse effect on the development of children's personalities.

The Effect and Character of Control by Rule

1. Those children who are intensively subjected to control by rule spend less time viewing and are self-controlled in their viewing attitude. These facts can be interpreted as meaning that control by rule is to some extent effective in regulating the children's viewing behavior (See Tables 11 & 12).

2. Although overall control by rule was found effective, it does not seem to produce significant effects when it is applied to lower graders (3rd). Whether control by rule brings effects or not is seemingly subject to the level of development in children's ability to behave independently, as well as the social environment around them.

3. Control by rule is intended to establish a perpetually better viewing attitude through having the children gradually get into good habits and as a result it can be exercised consistently as a part of home discipline. However, the process as well as steps by which the rules over televiewing are made and performed, may possibly be one of the potent factors that influence the effects that would be brought about.

Environmental Factors and Control over the Children's Viewing

1. The parents' viewing behavior notably affects that of children's to the extent that children may possibly take parents' viewing as their model, especially with regard to the amount of televiewing time. As might be expected, it is evident from the results that the amount of time spent viewing by mothers closely correlates with that by children, namely the longer time mothers spend viewing the more their children are apt to be exposed to TV irrespective of different characteristics of children.

2. The children of families that leave TV set on are inclined to view on momentum without any plan and often engage in studying while viewing. In such cases parents' viewing behavior seems to play an important part in forming their children's viewing bahavior, especially with regard to viewing attitudes.

3. However, the degree of parents' influence varies with the age groups,—lower school graders (3rd), in comparison with higher school graders, seem to be influenced by leaving the TV set on. Particularly with regard to lower graders (3rd), it is possible that leaving the TV set on offsets the effect desired by control imposed by parents; therefore, it is most important and desirable for parents of younger children in particular to evaluate and improve their own viewing behavior before exerting their rights to control children's viewing behavior in order to provide a better viewing environment at home physically and psychologically.

4. In the meantime, those parents who strictly control their children's viewing by scolding, spend approximately the same amount of time, or more, televiewing as other parents

whose control is relatively moderate, and more often leave the TV set on. This also seems to suggest the probability that the effect of parents' control might be offset by their own televiewing behavior.

VI CHILDREN'S SOCIAL ADAPTABILITY, SOCIAL MATURITY AND TELEVIEWING BEHAVIOR

1. When children were divided into three groups—those with good adaptability, ordinary adaptability and poor adaptability—as the result of testing, it was found that those with good adaptability indulged less in televiewing. It was also found that while there was little difference in televiewing time among those with good adaptability regardless of their grades and sex, there were considerable differences among those with poor adaptability. Even when the adaptability is classified into social adaptability at home and in school and to individual adaptability, including nervous tendencies, escapist tendencies or self-control, viewing time was generally longer with those of poor adaptability.

2. Those with poor adaptability tend to study less at home. While a relationship of considerable clarity can be seen between adaptability and viewing time, this concerns children above 5th grade in primary schools since 3rd graders have a similar viewing amount regardless of their adaptability. The relationship of adaptability to televiewing among 5th graders is as shown in Table 14. Those with poor adaptability have a desire for "viewing more" even though they are already viewing for long durations. Tendency toward addicted televiewing results from the attitudes of studying while viewing, regrets after viewing, and planning of televiewing with the viewing attitudes mentioned before. It was found that those with poor adaptability tended to become more addicted televiewers.

3. From these results it is possible to infer that children with poor adaptability are viewing television while those with good adaptability are playing with friends. Also, poor scholastic ability further lowers their adaptability to school, dampens their will to do homework and makes them escape to televiewing.

Escape to televiewing is considered to further lower their adaptability, thus forming a vicious circle.

4. Third-year primary school children are usually viewing addictively without any plan regardless of their adaptability. As they grow older, such viewing habits are gradually remedied, but it is conceivable that the habits remain longer with those of poor adaptability. Dependency in the character of 3rd-year primary school children appears to be connected with addictive viewing of television, and it was found that this addictive tendency is stronger both in boys and girls of greater dependency.

5. When children were divided into three groups according to the result of social maturity test scores—those with high social maturity scores, moderate social maturity scores, and low social maturity scores—it was found that those with high scores generally spent less time viewing (See Table 15). In all three age groups those who received low scores in the test tended to become more involved in viewing television on momentum and for escapism, which was markedly so with 3rd and 5th graders.

Ⅶ VIEWING BEHAVIOR OF PRE-SCHOOL CHILDREN

The survey on viewing behavior of pre-school children was particularly designed to inquire into the development of viewing behavior of pre-school children, TV time viewed, their actual viewing behavior, the effects of television, and parents' views on television as well as their control over childrens' viewing, and was carried out as a part of the entire survey during the same period with mothers of children at the age of 5 and 6, totalling 1,319.

Development of TV Viewing Behavior

1. It is not until around two years of age that children come to television with interest and at about three years of age children gradually become capable of developing tastes and preferences of their own. Most children are able to clamor for their favorite programs within a year after they become interested in television (See Table 16).

2. 77% of the children chose certain favorite programs originally designed for children while 32% chose adult programs as their favorites. From these figures it seems that children first become attracted to the children's programs and then turn to the adult programs.

Time Spent Viewing by Pre-school Children

1. Average viewing time of pre-school children ranges from 2 hours and one-half to 3 hours and one-half each day; however, surprisingly, 16% of the children had viewing time daily exceeding 4 hours, revealing that they are exposed to television for longer periods of time than children in the past.

2. The results also indicate that those children whose

family occasionally leaves the TV set turned on or those whose mothers spend a longer period of time viewing tend to televiewing longer than children whose families do not practice these actions.

3. Majority of children finish their viewing around 8:00 p.m.; however, there are still some who stay up late at night televiewing, and go to bed right after viewing and whose rising hours become rather late. Therefore, the longer time children spend viewing the later they retire and awaken.

Viewing Behavior of Pre-school Children

1. The children's activities while viewing were investigated and it was discovered from answers made by mothers that 85% of the children have their meals while televiewing, 82% talk or question something on TV while viewing and 75% sometimes move their bodies.

2. As for the conflict over shifting channels, more than half of the children were found to be satisfied because they can watch the programs they want to view, but 1/3 were discontent and experienced occasional conflicts over TV channels. This is marked with children who live in rural districts and children with siblings.

3. Most of the pre-school children are induced to do the following activities due to the influence of TV, according to mothers' responses to the questions: 94% of children copy the words used in TV programs, 81% imitate something learned from TV in their play, 76% copy actions and styles which appear on TV. In addition to these activities which can be rather directly observed, teasing for toys shown on TV, rejecting a bath and refusing to go to bed when instructed were observed respectively by 73%, 71%, and 49% of mothers questioned.

4. Copying words and actions were observed to have been done by a majority of the children irrespective of the amount of televiewing, while, when it comes to activities such as taking a bath or going to bed, these are apt to be rejected by those children with longer viewing time, showing that daily routines have been greatly influenced by TV viewing (See Table 17).

Parents' Views on Television

When an attempt was made to analyze parents' views on television, for instance, good and bad effects on children's life, it was generally revealed that parents positively approve and expect television's educational quality, such as being an information source (50%), broadening as well as enriching the children's interests (47%), and exposing them to better living styles (40%). On the other hand, many took a neutral stand with regard to the adverse influences that make children precocious, ill-mannered and wasteful mainly because of being frequently exposed to the adult world, unfavorable words, and various luxury items shown on TV.

Parents' Control over Children's Viewing

1. In the survey on pre-school children, mothers were asked what they directly control. It was found that most of the parents exercise control mainly concerned with children's health, e.g. viewing for a long period of time is not good for the eyes, taking a bath, etc., while those who were concerned with the program content was relatively small in number.

2. In this connection, controls concerning "taking a bath", "noisy", "not good for the eyes" were exercised by about 78% of the parents, control of excessive viewing by 59%; control of unfavorable program content by 45%; and, control of copying TV programs by 30%, showing the least frequency.

3. As a matter of fact, those children who teleview for long periods of time were often cautioned about excessive viewing. Also, those children who often copy TV programs were told to cease that kind of behavior. There was a correlation among viewing time, degree of TV effects, and degree of parental control, namely those children who spend a longer time viewing tend to be markedly influenced and strictly controlled by their parents.

Table 1. Time spent in various activities (Weekdays)

Activities	Time spent (minutes) & percentage *		
	3rd	5th	7th
Meals	57.2 (12.2%)	53.8 (11.6%)	50.8 (11.6%)
Chores, errands	59.8 (12.8%)	59.9 (12.9%)	58.8 (13.4%)
Study	67.0 (14.3%)	92.1 (19.8%)	111.0 (25.3%)
Televiewing	130.2 (27.8%)	145.0 (31.2%)	147.1 (33.5%)
Other media	39.1 (8.4%)	32.8 (7.1%)	33.4 (7.6%)
Playing, going out, creative activities	85.1 (18.2%)	55.8 (12.0%)	21.3 (4.9%)
Rest, others	29.5 (6.3%)	24.9 (5.4%)	16.4 (3.7%)

* 100% = Total time spent in activities other than those at school excluding sleeping hours.

Table 2. Television viewing time

Grade		Average estimate (minutes)		
		Weekdays	Saturday	Sunday
3rd	Male	138.8	165.6	225.3
	Female	121.3	147.0	215.3
	Sum	130.2	156.5	220.4
5th	Male	156.7	196.1	243.3
	Female	133.2	161.6	243.6
	Sum	145.0	178.9	243.4
7th	Male	152.3	181.3	257.9
	Female	139.9	178.4	260.8
	Sum	147.1	180.1	259.1
I.Q.	Low	146.7	177.0	247.0
	Middle	141.7	173.0	244.8
	High	137.0	168.5	236.2

Table 3. Difference in time devoted to various leisure activities between heavy viewers and light viewers

Activities	Time spent (minutes)* 3rd H	3rd L	5th H	5th L	7th H	7th L
Viewing TV	778	296	851	338	904	337
Study	145	182	197	272	281	398
Reading books	38	49	33	47	39	54
Out-door play	173	213	157	163	64	109
Going out	127	198	127	158	54	92
Rest	82	102	69	95	57	76
Leisure time activities	1877	1824	1814	1788	1751	1656
Simultaneous activities	333	178	331	136	274	133

*Time spent in each item indicates the total amount of time on three days; Friday, Saturday and Sunday.

Table 4. Children's televiewing attitudes

Televiewing attitudes		3rd	5th	7th	Average
Televiewing on momentum	Very often	17.0%	9.4%	9.0%	11.6%
	Sometimes	59.3	55.5	54.9	56.5
	Rarely	23.7	35.2	36.0	31.9
Stop televiewing on one's own judgement	Capable of stopping	48.7	59.8	69.2	59.9
	Difficult to say	20.7	17.9	16.4	18.2
	Incapable of stopping	30.7	22.1	14.5	21.9
Televiewing for escapism	Very often	13.5	10.4	9.9	11.2
	Sometimes	50.4	62.4	64.8	59.6
	Rarely	36.0	27.2	25.3	29.2
Intentional televiewing	Have a plan	30.7	42.2	52.4	42.4
	Difficult to say	23.4	23.1	20.7	22.3
	No plan	45.9	34.7	26.8	35.2
Feeling fatigued after televiewing	Very often	9.5	6.4	5.0	6.9
	Sometimes	50.3	39.5	35.1	41.2
	Rarely	40.2	54.1	59.9	51.9
Regretting having after televiewing	Very often	5.2	7.1	10.8	7.9
	Sometimes	43.8	46.7	53.2	48.2
	Rarely	51.0	46.2	36.0	43.9
Studying while televiewing	Very often	13.7	13.0	10.5	12.3
	Sometimes	42.1	51.4	41.4	47.8
	Rarely	34.2	35.6	48.1	39.9
Worrying about study while televiewing	Very often	6.6	6.5	13.6	9.2
	Sometimes	43.6	51.4	53.5	49.7
	Rarely	49.9	52.1	32.9	41.1
Desire for televiewing	Desire to view more	34.8	24.9	8.9	21.9
	Moderate	49.9	56.3	55.3	53.9
	Excessive viewing	15.3	18.8	35.8	24.2

Table 5. Relationship between children's televiewing attitudes and their viewing time

Televiewing attitudes		Viewing time (minutes)*			
		3rd	5th	7th	Average
Televiewing on momentum	Very often	583	732	701	655
	Sometimes	509	580	608	567
	Rarely	450	504	520	498
Stop televiewing on one's own judgement	Capable of stopping	488	544	561	538
	Difficult to say	531	600	621	583
	Incapable of stopping	524	605	659	583
Televiewing for escapism	Very often	542	652	657	612
	Sometimes	526	591	596	576
	Rarely	469	483	528	492
Intentional televiewing	Have a plan	499	552	562	545
	Difficult to say	495	571	581	550
	No plan	521	585	635	573
Feeling fatigued after televiewing	Very often	548	604	619	584
	Sometimes	494	580	585	549
	Rarely	463	555	583	557
Regretting having televiewed	Very often	439	568	591	554
	Sometimes	514	561	577	554
	Rarely	510	576	594	557
Studying while televiewing	Very often	616	698	729	679
	Sometimes	515	577	614	573
	Rarely	454	486	529	497
Worrying about study while televiewing	Very often	518	571	585	567
	Sometimes	522	567	587	563
	Rarely	496	567	582	546
Desire for televiewing	Desire to view more	524	595	566	555
	Moderate	477	545	550	527
	Excessive viewing	575	602	647	622

* Time spent in each item indicates the total amount of time on three days; Friday, Saturday and Sunday.

Table 6 - a. Relationship between children's intentional viewing attitude and their studying time at home

Studying time (hours)	Intentional viewing		
	Have a plan	Difficult to say	No plan
Less than 1/2	8.9%	14.6%	22.9%
1/2 – 1	24.1	28.3	33.5
1 – 1 ½	23.2	21.7	20.0
1½ – 2	23.6	21.3	13.8
More than 2	19.7	13.1	9.2
No answer	0.5	1.0	0.6

Table 6 - b. Relationship between frequency of children's study while viewing and their studying time at home

Studying time (hours)	Study while viewing		
	Very often	Sometimes	Rarely
Less than 1/2	26.1%	17.2%	9.3%
1/2 – 1	29.7	32.7	22.5
1 – 1½	19.4	23.3	20.5
1½ – 2	16.5	16.6	24.3
More than 2	7.8	9.5	22.6
No answer	0.4	0.7	0.8

Table 7. Specific favorite program (per cent)

	3rd	5th	7th	Boys	Girls	Average
Action drama	44.4%	51.7%	48.4%	57.4%	35.6%	47.7%
Family-situation drama & comedy	16.3	22.2	25.3	15.3	27.3	20.6
Skits & animated cartoon	22.5	6.6	1.2	10.3	13.5	11.7
Quiz	7.9	8.8	7.1	7.6	8.4	8.0
Music	3.7	4.4	7.6	1.9	8.8	5.0
Information & education	1.2	1.8	4.6	2.8	1.7	2.3
Other drama	0.7	1.9	3.3	0.9	2.8	1.8
Others	2.1	1.8	0.6	1.5	1.8	1.6
Sports	1.3	0.9	2.0	2.4	–	1.3

Table 8. Control over viewing by scolding (per cent)*

Control by scolding		3rd	5th	7th
Scolding concerned with excessive viewing	Very often	12.6%	10.5%	9.5%
	Sometimes	49.0	47.7	51.0
	Rarely	37.3	41.4	39.3
Scolding to stop viewing in order to study	Very often	21.3	21.3	19.7
	Sometimes	49.4	52.3	54.4
	Rarely	28.2	26.1	25.8
Scolding to stop viewing in order to take a bath	Very often	24.4	24.5	17.9
	Sometimes	48.5	52.8	50.0
	Rarely	26.2	22.3	31.9
Advising not to view too much because it is bad for the eyes	Very often	18.3	15.7	12.4
	Sometimes	42.0	38.6	34.9
	Rarely	38.5	45.5	52.3
Advising to stop viewing silly programs	Very often	13.1	9.2	6.9
	Sometimes	39.7	35.7	30.7
	Rarely	46.4	54.4	62.1
Scolding to stop copying programs	Very often	6.8	3.0	1.9
	Sometimes	23.8	19.9	13.3
	Rarely	68.6	76.7	84.4
Scolding to lower TV	Very often	29.9	27.1	18.1
	Sometimes	52.3	53.4	56.9
	Rarely	16.9	19.0	24.8

* Those who did not answer are omitted.

Table 9. Control over viewing by rule (per cent)*

	3rd	5th	7th
"There are some TV programs that I am not allowed to view."	22.6%	11.3%	5.4%
"I am regulated in connection with viewing hours."	13.8	11.6	8.9
"There is a regulation that prohibits viewing during meals."	12.3	9.7	9.1
"There is a time schedule for study, taking a bath, and viewing television."	5.0	6.2	8.6
"There is a rule to settle any strife over TV channels."	17.4	15.4	12.2

* Those who did not answer or those who answered 'No' are omitted.

Table 10. Control by scolding and televiewing time

Control by scolding		Televiewing time (minutes)* 3rd	5th	7th
Scolding concerned with excessive viewing	Very often	536	649	626
	Sometimes	527	582	608
	Rarely	474	533	546
Scolding concerned with study	Very often	540	597	618
	Sometimes	510	583	594
	Rarely	481	517	543
Scolding concerned with taking a bath	Very often	519	596	616
	Sometimes	511	565	583
	Rarely	493	544	572
Advising not to view too much because it is not good for the eyes	Very often	518	573	583
	Sometimes	502	587	600
	Rarely	509	550	577
Advising to stop viewing foolish programs	Very often	514	563	622
	Sometimes	504	578	590
	Rarely	508	561	580
Scolding to stop copying programs	Very often	533	614	614
	Sometimes	511	561	572
	Rarely	504	568	588
Scolding to turn down TV	Very often	524	593	639
	Sometimes	512	573	588
	Rarely	469	519	540

* Figures in each column are the total time spent in each item on three days; Friday, Saturday, and Sunday.

Table 11. Control by rule and televiewing time

Control by rule		Televiewing time (minutes)* 3rd	5th	7th
"There are some TV programs I am not allowed to view."	Yes	510	581	558
	No	507	565	587
"I am regulated as to televiewing hours."	Yes	485	503	532
	No	511	575	591
"There is a regulation that prohibits televiewing during meals."	Yes	445	494	462
	No	517	576	599
"There is a rule to settle any strife over TV channels."	Yes	525	560	576
	No	504	568	588

* Figures in each column are the total amount of time spent in each item on three days; Friday, Saturday, and Sunday.

Table 12. Control by rule and televiewing attitudes

Televiewing attitudes	School grade	Control by rule: Very strict *	Moderate *	Not strict *
Televiewing on momentum ("Very often" & "Sometimes")	3rd	73.6%	76.4%	77.2%
	5th	53.8	60.5	68.8
	7th	48.6	62.9	66.8
Studying while televiewing ("Very often" & "Sometimes")	3rd	61.7	65.7	67.4
	5th	52.3	60.8	68.7
	7th	37.3	47.7	55.9

* Degrees of strictness of parents' control by rule are classified according to the scores measured by the responses by children to the questions cited in Table 9.

Table 13. Leaving TV set on and televiewing attitudes

Televiewing attitudes	School grade	Frequency of leaving TV set on: Very often	Sometimes	Rarely
Televiewing on momentum ("Very often" & "Sometimes")	3rd	92.5%	83.2%	71.2%
	5th	77.7	73.9	59.2
	7th	69.5	75.2	59.1
Studying while televiewing ("Very often" & "Sometimes")	3rd	80.0	73.1	61.1
	5th	61.1	69.7	61.8
	7th	63.9	58.0	49.2

Table 14. Televiewing attitudes and social adaptability

Televiewing attitudes	School grade		Adaptability: Good *	Poor *
"I have specific favorite TV programs I want to view in all circumstances."	5th	Male	65.1	70.6
		Female	44.9	61.4
	7th	Male	37.5	52.5
		Female	36.0	49.6
"I desire to view television more often."	5th	Male	22.2	41.3
		Female	12.6	32.3
	7th	Male	8.0	11.5
		Female	6.5	10.1
"I sometimes televiewon momentum."	5th	Male	69.0	75.4
		Female	57.5	70.9
	7th	Male	51.5	70.5
		Female	57.5	65.5
"I televiewfor escapism."	5th	Male	75.4	88.8
		Female	57.5	78.8
	7th	Male	71.0	77.5
		Female	60.4	75.6

* Theoretically, it is possible to get a 100% response.

Table 15. Social maturity and televiewing time (minutes)*

School grade	Degree of social maturity: Low	High
3rd	523	487
5th	589	538
7th	590	558

* Figures in each column are the average estimate of total amount of time spent televiewing on three days; Friday, Saturday, and Sunday.

Table 16. The beginning of television use with interest by pre-schoolers

Age	Those who become capable of viewing with interest	Those who become able to prefer a specific program
Around 1 year	11.7%	1.0%
Around 1½ years old	29.3	8.1
Around 2 years old	54.9	24.2
Around 2½ years old	68.4	36.1
Around 3 years old	86.4	61.2
Around 3½years old	92.1	73.4
Around 4 years old	99.9	100.0

Table 17. Influence of TV on pre-schoolers

Copying words and songs in TV commercials	Very often	40.9%
	Sometimes	52.8
	Rarely	6.3
Copying something learned from TV programs in their play	Very often	22.6
	Sometimes	57.9
	Rarely	19.5
Copying actions in TV commercials	Very often	20.7
	Sometimes	55.3
	Rarely	24.0
Teasing the parents for toys shown and clothes worn by stars in TV programs	Very often	27.9
	Sometimes	45.3
	Rarely	26.8
Not readily taking a bath when directed dut to TV	Very often	20.0
	Sometimes	50.6
	Rarely	29.4
Not readily going to bed when directed due to TV	Very often	11.8
	Sometimes	37.4
	Rarely	50.8
Awakening at night due to fears and anxieties from watching certain programs	Very often	0.9
	Sometimes	8.0
	Rarely	91.1